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The designs for paperback book display and storage furniture presented in this report aim at providing physical solutions to the problems and needs generated by the use of paperbacks in education. First and foremost, they are directed toward accessibility of the books in the library, bookstores, classrooms, lounges, commons, corridors, and wherever else students may move or assemble in the school house. Secondly, they are calculated to attract youngsters to reach for the books on impulse. The designs are adaptable in traditional buildings with fixed interior partitions and in buildings with increasing degrees of openness for team-teaching and nongraded programs. This document announced previously as ED 019 837. (RK)

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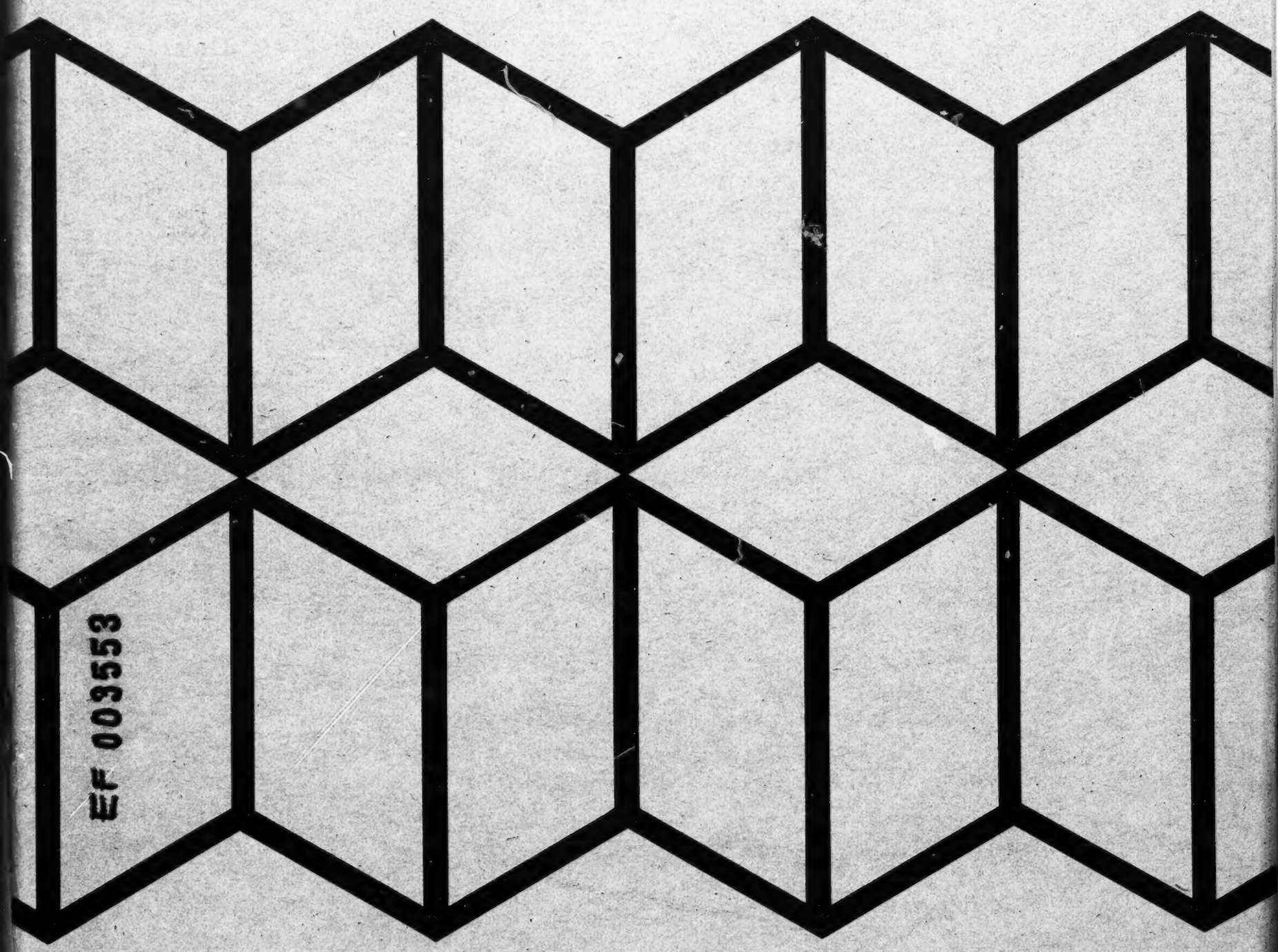
design for paperbacks:

A How-To Report on Furniture for Fingertip Access



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design for paperbacks:

A How-To Report on Furniture for Fingertip Access

There are one million paperback books sold daily in American drugstores and supermarkets, at airport counters and bookshops. So ubiquitous are paperbacks that no one even stops to think about the incongruity of their being stocked in stores whose main business is fresh eggs or hair tonic—or the corresponding incongruity of their absence for so long from schoolhouses, whose main business is education.

Paperbacks have been around for a long time. Quite possibly for as long as printing itself, if the book in a paper cover without conventional binding qualifies. The modern version came on the scene here in 1939, but it was World War II that provided the big push, doing for the paperback what Henry Ford did for the automobile, that is, made it available on such a vast scale that it became a familiar item to millions of Americans who hitherto had had no contact with it. During the war the government bought more than 123 million copies of over 1,300 titles and distributed them to huge numbers of people in the armed forces.

Though it has taken educators almost two decades longer than the army or the friendly corner druggist to assimilate the paperback into their way of life, it is now possible to report that a majority of schools have finally come to use them. A recent industry-sponsored national survey reported in *School Management* (September 1967) informs us that 77 percent of high schools employ them in classrooms as texts or supplementary texts; 63 percent stock them in libraries. Among elementary schools, 35 percent use them in the classroom and 30 percent in the library. 1

In defense of the beleaguered educator and the long lag between mass consumption of paperbacks and school consumption, it might be recalled that it was in part the tawdry nature of their mass market appeal that barred them from the schools; i.e., sex, violence, and lurid covers. Mickey Spillane kept them out, but Shakespeare got them in when publishers came to recognize the potential of the education market. Now, after some seven years of a foothold in the schools, there are signs of a major change in the earlier picture. The educational uses of paperbacks are having a major effect on mass market publishing.

The 1967 *Bowker Annual of Library and Book Trade Information* reports that, "While mass market paperbacks (i.e. titles-ed.) decreased by 15 percent in 1966, other paperbacks increased by 5 percent. . . . This trend can possibly be traced to the growing awareness in the past of publishers to the needs of educators. In addition, there is evidence of increasing usage of paperbacks in all levels of education, and the market for educational paperbacks of all kinds is one of the largest in publishing and is still expanding." No doubt, with mounting recognition by the schools that the paperback is not just another book, but a very special kind of book, that market will expand even more quickly.

The quicker the better. For the paperback, which appears as a minibook, is, for purposes of education, a superbook.

One of the primary qualities that endows the paperback with speciality is that, content aside, *qua object* it is of little value. It is designed for impermanence, for relatively low cost, and for abundance. Some 325 million copies are distributed annually. Thus, unlike its hardback counterpart, it can be treated casually. There are few schools so poor they cannot afford to be saturated with paperbacks. In many cases, they obviate the need for a lock and key approach. Sometimes it is cheaper to give them away than process and retrieve them.

As objects, their low value derives from the fact that they are a mass-produced artifact of our times. Made on high-speed rotary presses, with rubber plates, inexpensive binding techniques, and lacquered or plasticized cover stock, today's paperbacks are a product of modern technology. Distribution is accomplished through a network of news and magazine dealers who supply tens of thousands of point of sale outlets. Other thousands of paperbacks move through distributors and book clubs to the youth in schools. This union of improved production techniques and efficient distribution makes possible massive printings at rates up to 20,000 copies an hour. Indeed, because of these techniques, it can be argued that the paperback is less a book than it is a new phenomenon in the technology of information storage and retrieval. But, however it is

regarded—as a book or as some new hybrid species—what rolls off the presses and out of dealers' trucks at such a prodigious rate *looks* like a book—and one that is notably convenient in weight, size, and shape.

Whether it is these physical characteristics, or their easy portability, or their low cost, or their air of impermanence, or that they seem shorter than other books even though they are not, or the art work on their covers, or a combination of all these factors that makes paperbacks so appealing to young people, is not certain. What is certain is that they have a natural pull for the young that far exceeds that of the hardback. For the resistant reader, in fact, they have a reverse status symbol. The youngster who wouldn't be caught dead with a "real" book is apt to have a paperback stuffed in his hip pocket.

Educators, once they are tuned in, like them as much as the children, though for different reasons. For them, the appeal lies in their great usefulness as a medium of instruction. As with few other devices of equal simplicity, paperbacks enable teachers to provide encounters for the individual child. Hampered for so long by the rigidities of the text, the anthology, and the series, the profession now can find an abundant variety of titles in each subject area to match content and treatment with the particular receptivities of the single student. (There are currently over 45,000 paperback titles in print.) If one approach isn't suitable, there are dozens to choose from. The youngster who can't take the Civil War straight can sidle up to it via Brady's photos or Whitman's poems, through *Uncle Tom's Cabin, The Red Badge of Courage, Friendly Persuasion,* or hundreds of other novels, short stories, and poems.

Paperbacks also make it easier to encourage critical thinking, a quality essential to the educated mind. The quantity of material by different writers offers diverse points of view that lead the student to comparison, evaluation, and conclusions. Furthermore, the curriculum can be modified, expanded, kept up to date, made stimulating, by the dropping of ineffective or old titles and the addition of new ones. And unlike the hardbound book whose cost and treatment by school officialdom discourage intimacy between book and reader, these books can be *used.* Paperbacks can be marked up, written on, personalized—making for assimilation of ideas, even, occasionally, for what approaches a dialogue with the author.

What this adds up to is that the paperback is a red-hot educative item. One would therefore assume that once in the schools they would be sped to students. Unfortunately, that is not the case. The contrary is. What keeps them away from students is an absence of appropriate furniture. If this sounds nugacious, it should be recalled that for want of a nail a kingdom was lost.

Most schools are ill-equipped to display and circulate paperbacks properly, much less speed them to anyone. In the majority, they are shelved with hardcover books though they are a different species calling for different treatment. In some, they are kept only in the library. Since there are still many schools where visits to the library are tightly scheduled, reader accessibility to the books is limited. In still others, the library itself is described by some critics as a disaster area—a place to stay away from unless there is a compelling necessity not to.

Where paperbacks are used in the classroom they are too often kept in a makeshift manner, inside an open-doored closet or on under-the-window shelving useless to anybody over two feet tall. Multiple use of classrooms, with the shifting of teachers and students from room to room, presents additional obstacles. Where a security approach to the books prevails, as it most frequently does, there is the question of how they are safeguarded when the history teacher goes to another room and is succeeded by a French class. Or, if a teacher wishes to use the same set of books in another room, how does he transport them?

If transport is no problem, the time consumed in repeatedly setting up and displaying them is. Or, a building may be one of the modern variety with few interior walls and little permanent space for wall shelving. These factors, which operate as physical barriers inhibiting contact between students and books, subvert the point of stocking them in the first place.

Out of concern with this, Educational Facilities Laboratories sponsored a conference at Columbia University which brought together school administrators, teachers, librarians, publishers, book distributors, and industrial designers (see appended list of participants). For two days these professionals explored the unique nature of paperbacks and solutions for making them accessible. Following this, the designers visited elementary and secondary schools and then turned to their drawing boards. Their task was to translate the recommendations of the conference into a series of simple, inexpensive designs for furniture that will facilitate display, browsing, circulation, storage, and sale of school paperbacks. Those designs are presented in this report.

The concepts behind them are grounded in the merchandising techniques employed by the commercial world to push hot items. First among these is that the item must be made highly visible. It must confront the buyer frequently enough and attractively enough so that even if he has no particular need for or interest in it, he is nonetheless persuaded he wants it. Saturating the environment and becoming a part of it, the item becomes difficult to resist. Thus, a market is created.

A commonplace tactic, in the case of small, easy-to-pick-up, easy-to-carry objects, is to locate them in eye-stopping displays where they catch the consumer on the run. In department stores such articles are massed in hat bars, glove counters, and the like, on the first floor. They are where the traffic is. The buyer is routed through them as he heads elsewhere in the store. In supermarkets and drugstores, small items are massed near the cash register. The buyer, stopping to pay for other purchases, is nudged by their presence. Because the item is handy, because he need not go out of his way to get it, on the spur of the moment, on impulse, he buys.

A similar approach is called for in the schools. Paperbacks ought not be offered students the way Tiffany shows diamonds. They must be made highly visible, ever changing in content, and highly accessible in the places where students are: casual reading matter in the transient areas—the corridors, lounges, cafeterias, and commons where youngsters can brush shoulders with the books as they move through the day; deeper material in less transient areas such as classrooms and libraries; both types in school bookstores. Above all, they should be everywhere in the schoolhouse, ambushing the reluctant reader, provoking the avid one, luring all students by the simple fact of their presence and fingertip accessibility.

Hopefully, the designs offered here will assist schools toward that end.

DESIGNERS' NOTE

The designs for paperback furniture presented here aim at providing physical solutions to the problems and needs generated by the use of paperbacks in education. First and foremost, they are directed toward accessibility of the books in the library, bookstores, classrooms, lounges, commons, corridors, and wherever else students may move or assemble in the schoolhouse. Secondly, they are calculated to attract youngsters to reach for the books on impulse. The designs are adaptable in traditional buildings with fixed interior partitions and in buildings designed with increasing degrees of openness for team-teaching and nongraded programs.

Some of the devices are familiar. For one reason or another, they simply have not been utilized in the schools. Others, however, are departures from the traditional. The paperback is not a traditional book and traditional shelving does not serve it well. This furniture is intended to accommodate different sizes of books; to allow transport from library to classroom, classroom to classroom, or from any point to any other point within the building as may be deemed desirable; to store multiple copies; to allow easy inventory control and maintenance; and to furnish security in the majority of schools where it is not yet possible to treat the paperback as disposable. Some of the designs incorporate all these features at once. Others are more specialized but can be used in combination.

One element consistent in all these proposed units is some provision for full-face display of front covers. The paperback cover is an important piece of poster art designed to lure the reader to the book. Moreover, the book's spine is too small in scale for the effective exhibition of title and author. Arrangements that provide less than front-cover display are considered almost worthless.

Specific school conditions and budgets for producing the furniture make it a practical necessity that the designs be adaptable to several means of construction. Among those considered were the techniques possible in the typical industrial arts workshop; construction by local carpenters; and manufacture by local jobbers and, possibly, by national producers of school furniture.

Each design is presented under a general heading of suggested applications. Obviously, these applications are based upon abstract situations and will yield logically to variations based on the actual needs of the user. Indeed, the needs of the user are paramount. These designs may not work where particular patterns of use diverge sharply from general patterns, but it is hoped that they will serve as a body of suggestions to stimulate on-the-spot ideas to fit local requirements.

General guidelines to be observed in construction are these:

1 When wood is the basic material of construction it is suggested that the joints be rabbeted and doweled, properly glued and clamped. Where the more careful craftsmanship required for this is regarded as too demanding, adequate results can be achieved with simple butt joints, utilizing streamers and fastened with glue and screws. AVOID THE USE OF NAILS AS A FASTENING DEVICE.

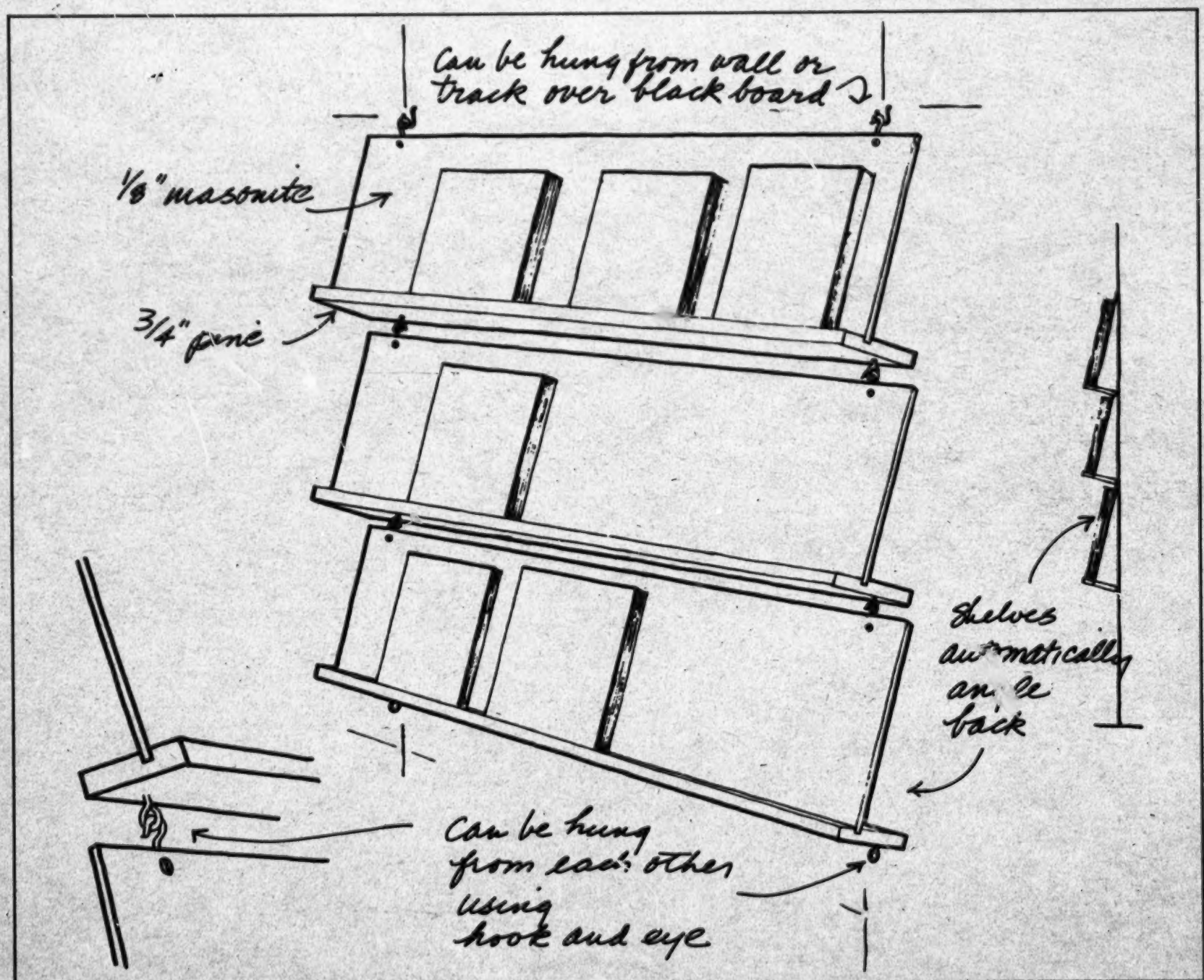
2 Shelf dimensions should be 1″ to 3″ net depth for face-out display and at least 8″ in net depth to accommodate spine-out storage. The net vertical dimension between shelves should be no less than 9″.

3 When casters are used for mobility, it is suggested the wheel be rubber or a comparable material that reduces noise and not less than 2″ in diameter. In addition, the casters should be provided with a locking device.

1 classrooms seminar rooms small group spaces

S (H) ELF SUFFICIENT. This simple unit for book display can increase its capacity without being dependent on a system. Virtually all it requires is a wall to hang on. With hook and eye fasteners, the first shelf hooks onto the wall, additional shelves hook onto each other.

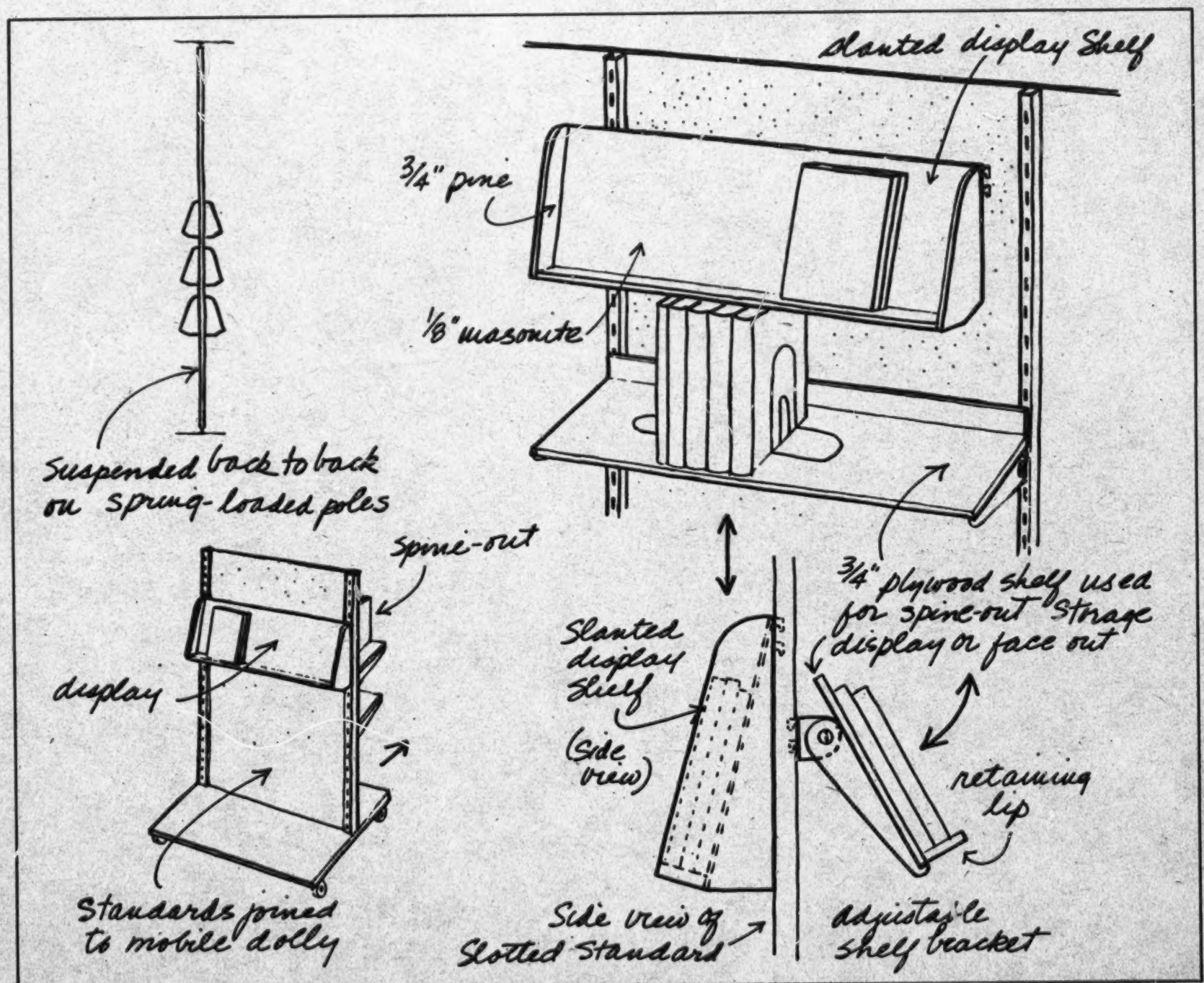
The single unit consists of a vertical back element 9″ high by 36″ wide, fixed to a horizontal shelf of the same width, 4½″ deep. The vertical element is set back 1″ from the edge of the horizontal shelf, leaving a lip for the book to rest on. When hung, shelves automatically tilt back at the proper angle for face-out book display.


can be hung from wall or track over blackboard
1/8" masonite
3/4" pine
shelves automatically tilt back
can be hung from each other using hook and eye

2 classrooms library cafeteria lounges corridors

BASIC WALL MOUNTING WITH VARIATIONS. The simple slotted-metal standard has many applications for paperback book storage and display. The standards can be wall-mounted, or, for freestanding units, mounted on tandem spring-loaded floor-to-ceiling poles, using a plywood panel as a spacer. A variety of brackets offered with these systems makes it possible to use slanted bookshelves, conventional horizontal shelves, and book-return trays, in any combination on a single unit. (If conventional shelves are used they should have a retaining lip along the front edge to keep face-out books from slipping.)

Mobility, display, and storage can be packed into a single unit by making a portable, double-sided book truck. For this, standards are simply mounted to both sides of a rigid panel (¾" plywood will serve) attached to a wheeled base. For comfortable handling and clearance through doorways, dimensions should not exceed 18" in depth by 36" in width, height should not exceed 60".

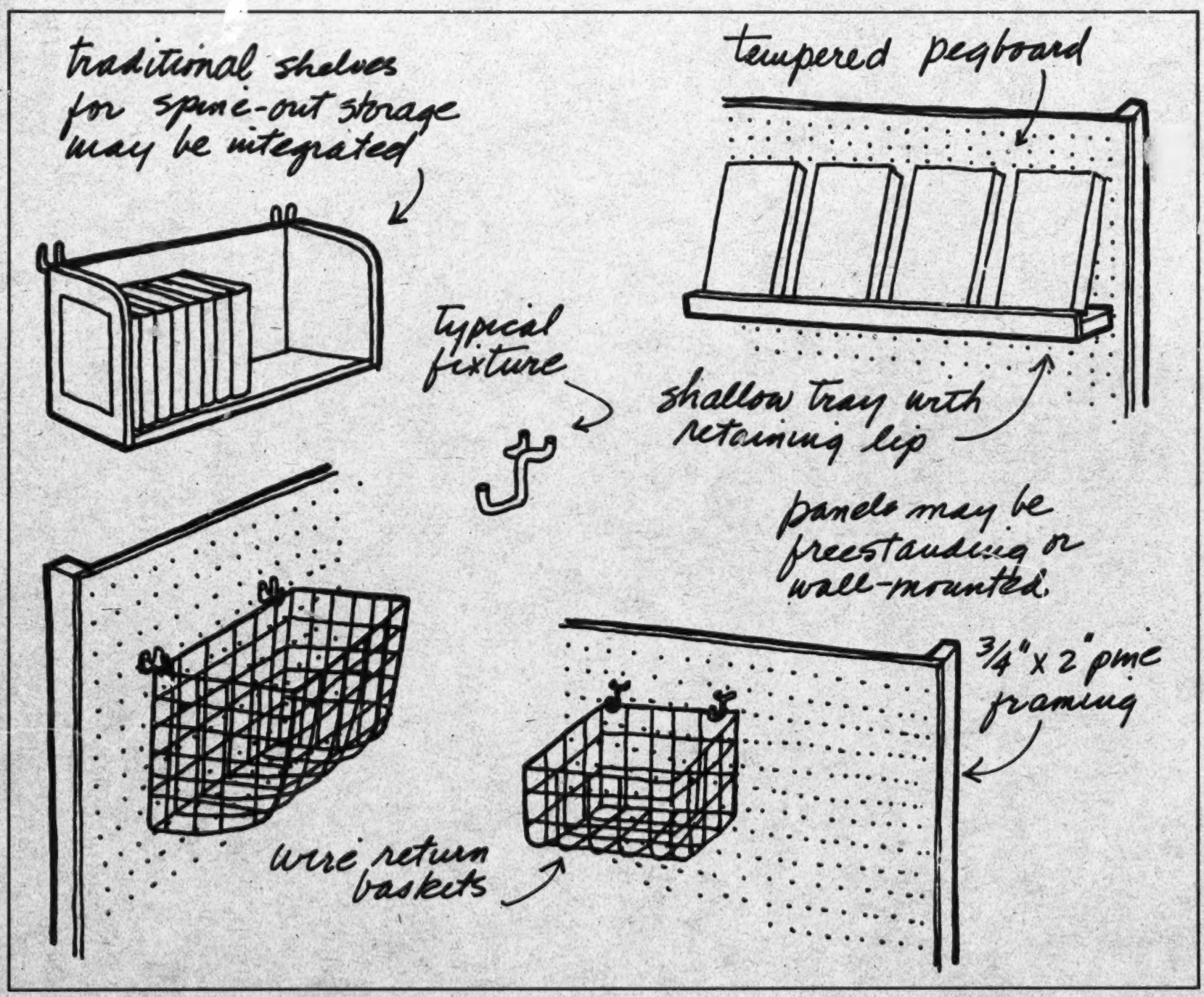


3 classrooms bookstores

PEGBOARD, JACK OF ALL PURPOSES. In homes, stores, factories—anywhere that storage and display are required—pegboard will be found in almost universal use. It is adaptable, simple to apply, inexpensive. The range of hardware to go with it is practically limitless and can be purchased in most lumber yards, hardware, and department stores. Usually a single store will carry all the necessary components, including the pegboard, precut (tempered pegboard is recommended). Since pegboard is nonstructural, even if it is wall-mounted it must be framed. Pine, 1″ x 2″, glued and screwed to the edges of the pegboard, will satisfy structural needs.

With the basic framing necessary for wall mounting, it is a relatively easy task to add a second sheet of pegboard to make a double-faced, freestanding unit set on floor-to-ceiling poles. In addition, corkboard and/or chalkboard can be hung on top of the pegboard to provide display or writing surfaces.

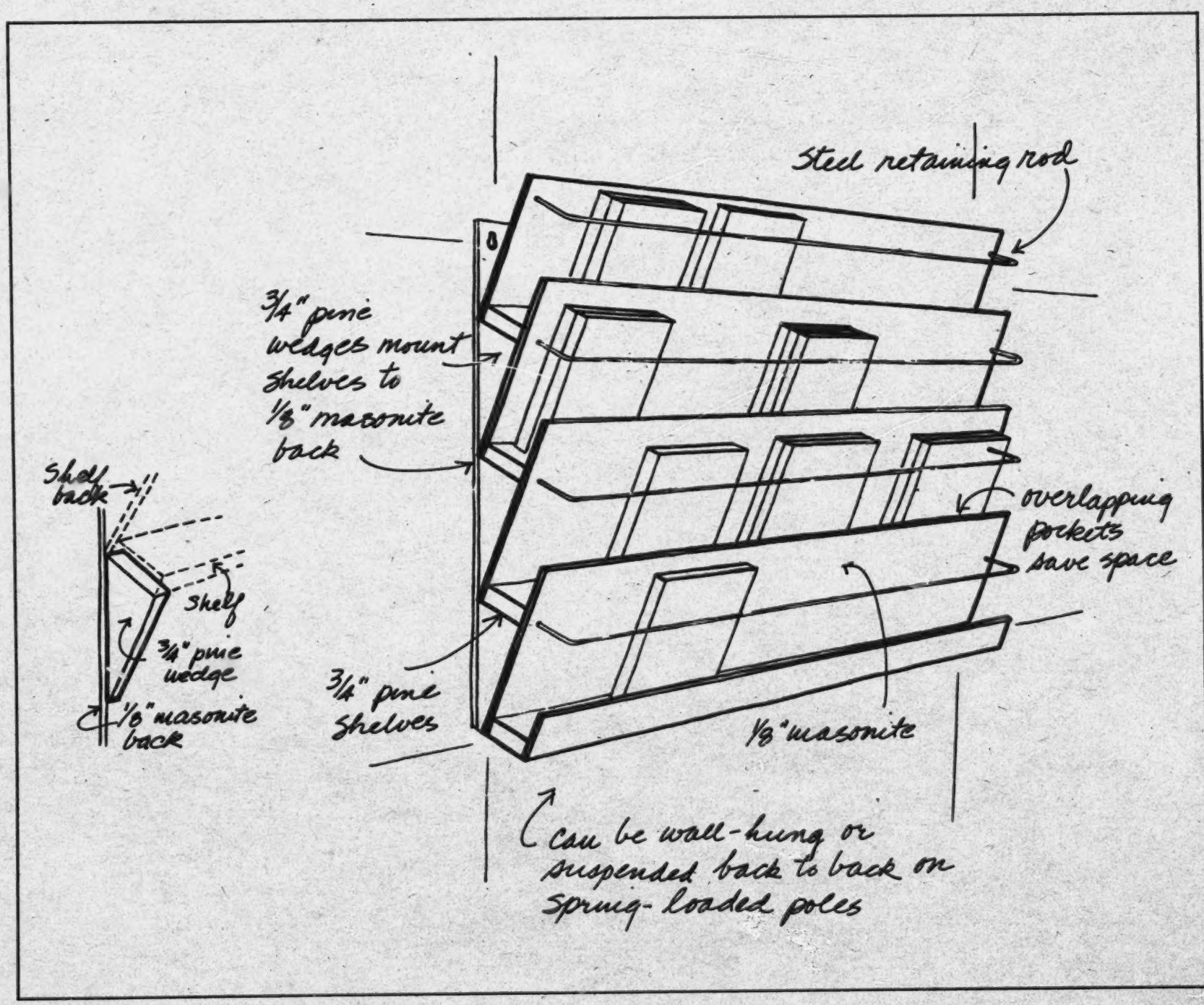
Note the sketch center left, which shows books stacked spine-out. This arrangement is suitable only for storage of multiple copies of the same title. With spine-out storage, display requirements can be met by attaching a book cover to the end panels of the shelving, as shown.


traditional shelves for spine-out storage may be integrated
tempered pegboard
typical fixture
shallow tray with retaining lip
panels may be freestanding or wall-mounted.
3/4" x 2" pine framing
wire return baskets

4 classrooms
library
cafeteria
lounges
bookstores

ANGLES WANGLE MORE BOOKS INTO A GIVEN SPACE. To net a greater quantity of space in a given vertical height, shelves can be hung at an angle. This arrangement permits quick scanning of the material, too.

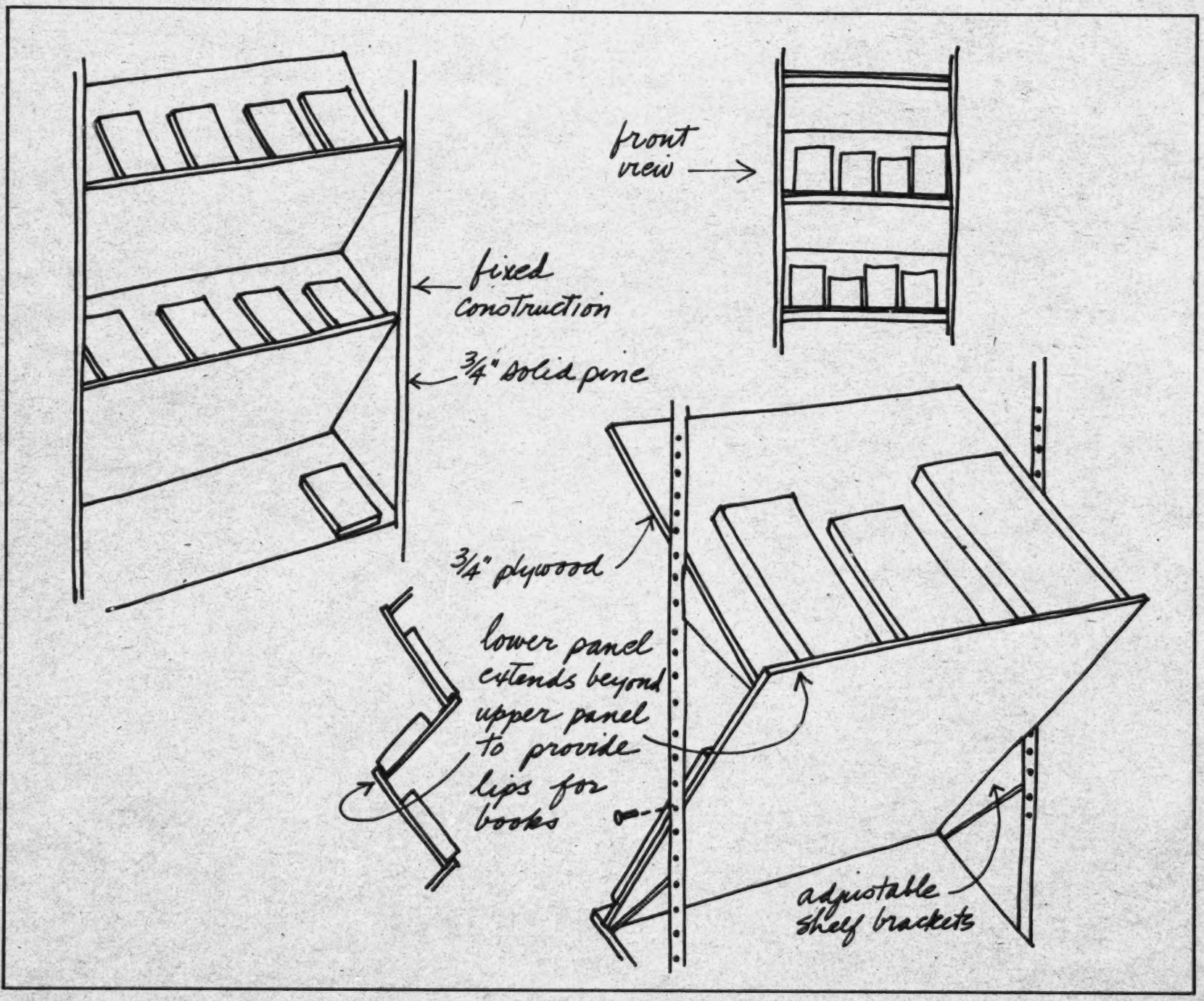
This unit may be wall-hung or suspended on floor-to-ceiling, spring-loaded poles. It is composed of shelves with a built-in forward tilt so they overlap each other, providing pockets for face-out display. The shelves are 9″ high, 36″ wide, 3″ deep. Hung at an angle, they overlap each other by 3″, making it possible to get four shelves into the same vertical dimension required for three conventional shelves. The 3″ pocket depth permits face-out display of from three to five copies of the same title. A ⅛″ stainless steel retaining rod set more than halfway up each shelf keeps books from slipping, while permitting easy insertion and removal.


Steel retaining rod
3/4" pine wedges mount shelves to 1/8" masonite back
Shelf back
Shelf
3/4" pine wedge
1/8" masonite back
overlapping pockets save space
3/4" pine shelves
1/8" masonite
can be wall-hung or suspended back to back on sprung-loaded poles

5 classrooms
library
cafeteria
lounges
bookstores
space divider

ANOTHER ANGLE FOR MORE BOOKS IN LESS SPACE. A variation on the preceding theme, this design is a freestanding, double-faced unit. It may be built as a fixed structure—or to reduce construction to a minimum, may be assembled out of slotted, spring-loaded poles and adjustable shelf brackets. Relocation is simple. The unit is light enough to be moved in toto from one location to another—or, in the case of the assembled unit, disassembled and rejoined elsewhere.

The shelves in this one, 10″ high by 48″ long, are hung at a 45 degree angle. Note that by proper placement of one shelf on the other, a book-retaining lip of 2″ depth is provided as a bonus, eliminating the need for additional molding.



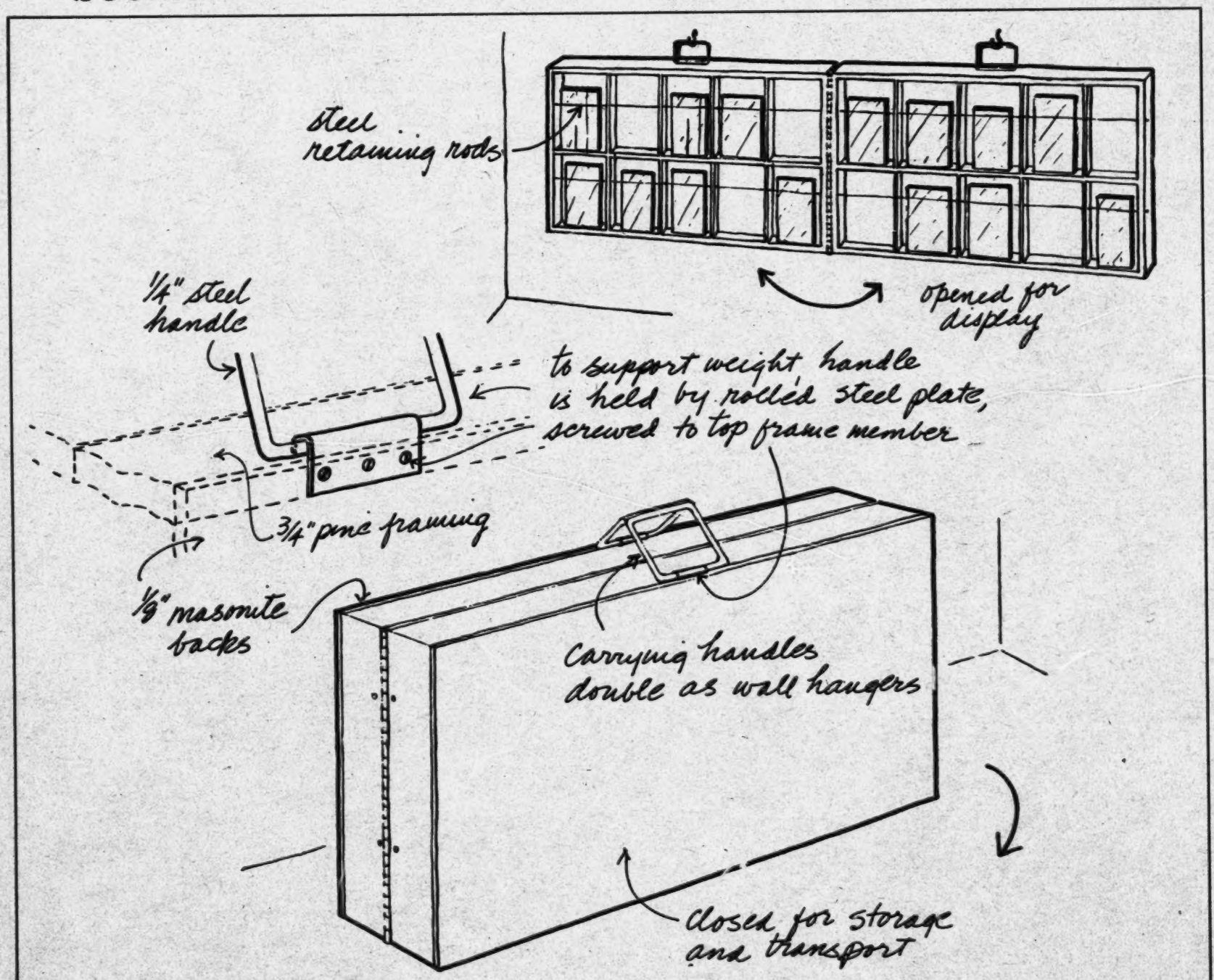
6 classrooms seminar and small group rooms library to classroom classroom to classroom bookfairs

THE ATTACHE CASE—OR STREAMLINED LAUNDRY BAG*. For display, portability, security. Vertically hinged, the two halves of this carrying case open into a wall-hung unit. The carrying handle serves as the hanging hardware, as shown. Closed, the case measures 18″ high, 36″ wide, 4″ thick (each half is 2″). Opened, the unit provides 72″ of face-out display. The continuous hinge shown may be replaced by disengaging hinges (such as those used on portable typewriter cases) so the two halves may be separated where a six-foot stretch of wall space is not available.

Compartments are provided for 20 books, with the 18″ height divided into two rows and each of the two 36″ sections divided into fifths.

To prevent books from falling forward, a ⅛″ diameter stainless steel retaining rod is inserted a little more than halfway up the height of each of the book rows. Depending upon thickness of the books, it may be possible to house several copies of a single title in each compartment.

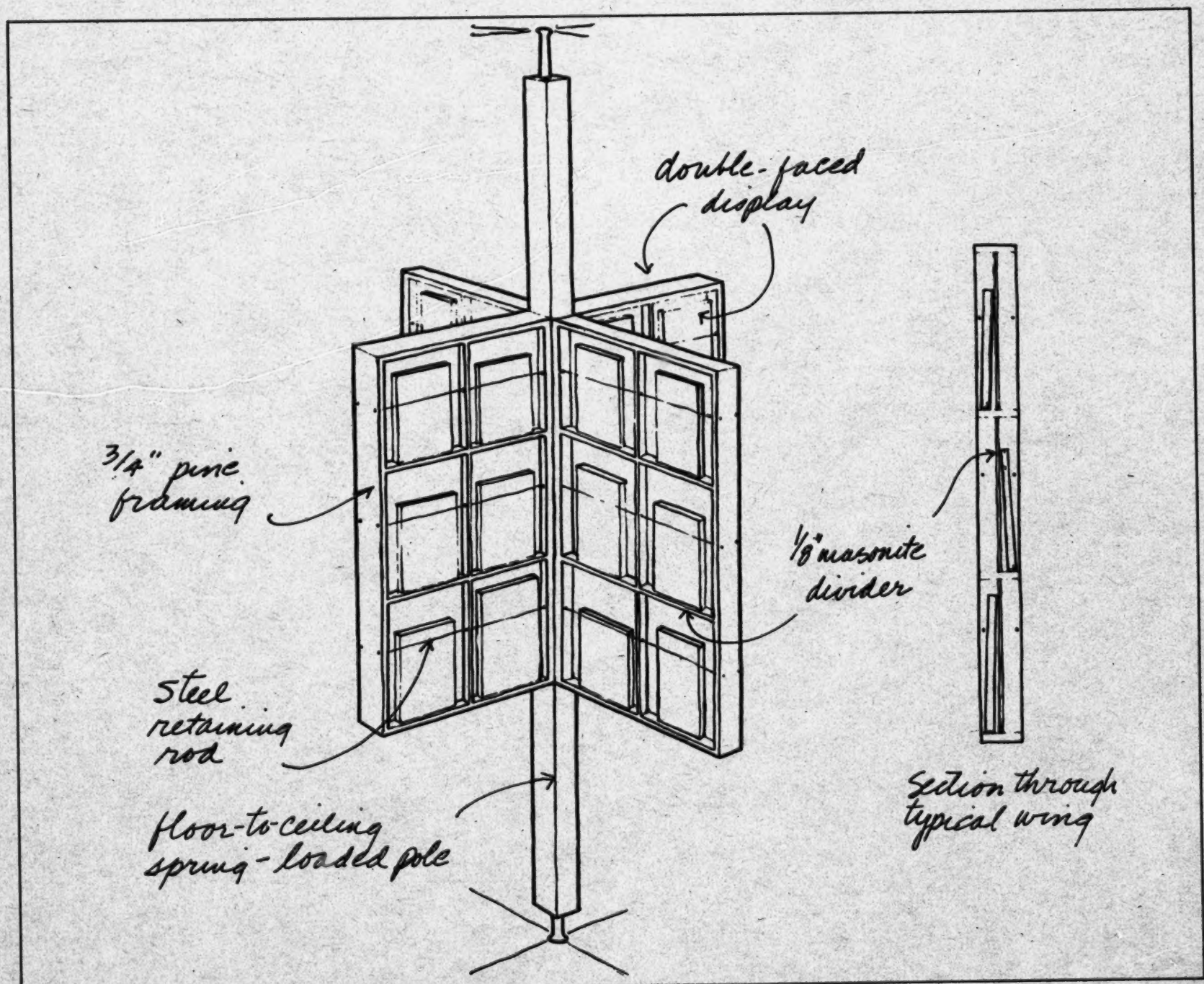
*Somerset Maugham would have liked this one. He needed his books with him during his long tramp-steamer ocean voyages and on the remote islands where he laid over. Transporting them was a problem. After much experimenting, he found the best system was to fill a large laundry bag with books, which a porter would sling over his shoulder. On shipboard or island hostelry, he would turn the bag upside down, spilling the books onto his bed. From there, he arranged them on top of a bureau or shelves if there were any. He might have saved himself fuss and bother and had instant access to the book of his choice with the attache bookcase shown here.


steel retaining rods
opened for display
1/4" steel handle
to support weight handle is held by rolled steel plate, screwed to top frame member
3/4" pine framing
1/8" masonite backs
carrying handles double as wall hangers
closed for storage and transport

7 anywhere in the schoolhouse with walk-around space

BOOK TREE. The trunk of this tree is a spring-loaded pole, leaves are fixed in place. Each leaf, double-faced, is 30″ high, 15″ wide, 3″ deep (with the depth divided to provide the double face). In these dimensions leaves hold a total of 48 books. But this tree blossoms in little space. Each leaf, stretched to a height of 60″ and a width of 23″, will yield a 200 percent increase in total book capacity—from 48 books as shown, to 144 books. All this in a floor area equivalent to a circle 48″ in diameter.

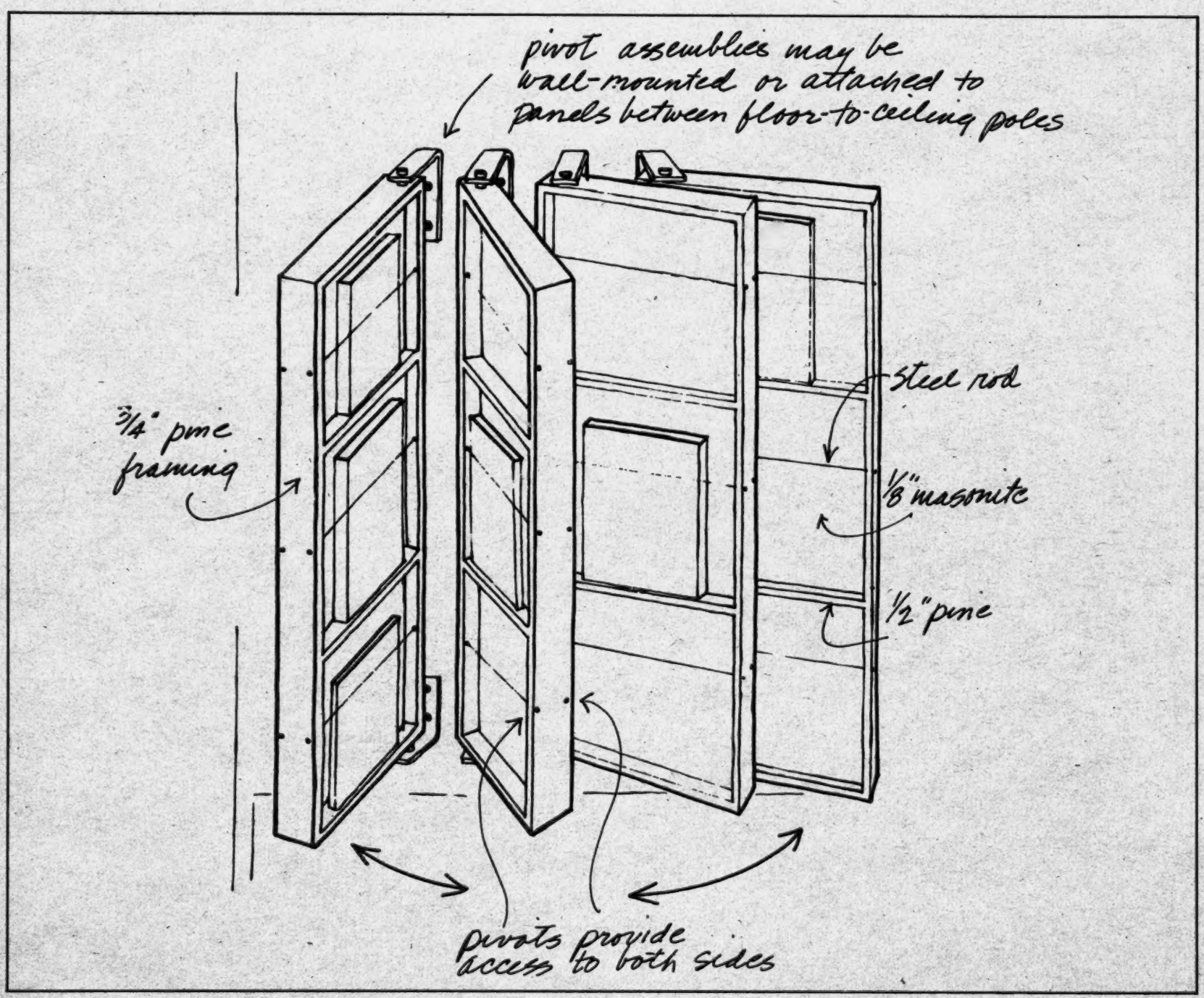
A stainless steel rod set more than halfway up each book row keeps books from slipping.



8 classrooms library cafeteria corridors lounges

BOOK LEAVES. These leaves don't need a trunk. Hung on pivots, they can be mounted on short walls, columns, other places where horizontal space is limited. They can be turned independently and viewed by several people at a time. Because the leaves overlap when closed, and because pivoting offers access to the back and front faces of each, they house a greater number of titles in less horizontal space than is required for conventional wall shelves. For freestanding display, leaves can be mounted on a panel set between spring-loaded poles.

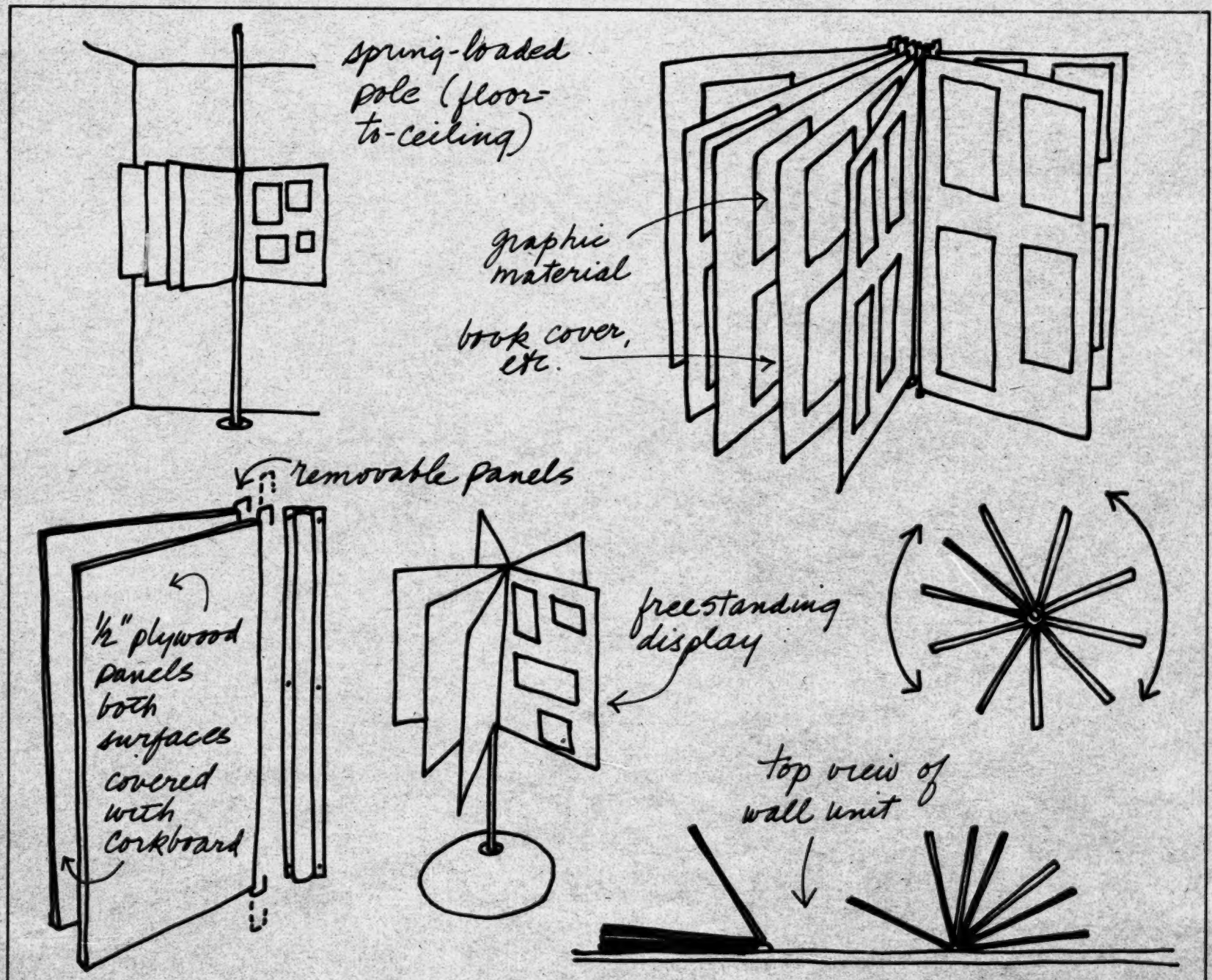
Each leaf is 30″ high, 7″ wide, 3″ deep, with the depth split down the center to provide the double face. Each face is divided vertically into thirds, providing a total of six book compartments to a leaf. A stainless steel rod set more than halfway up each compartment retains books.


pivot assemblies may be wall-mounted or attached to panels between floor-to-ceiling poles
steel rod
3/4" pine framing
1/8" masonite
1/2" pine
pivots provide access to both sides

9 library classrooms cafeteria lounges corridors bookstores bookfairs

EXHIBIT PANELS GIVE BOOKS A BOOST. This eye-catcher display device, commercially available, is commonly used in museums, stationery stores, camera shops, and the like. Stationed near the books, the panels can serve as a graphic catalogue of covers or can carry supplemental information that stimulates interest—book reviews, newspaper clippings, facts about the author, photos.

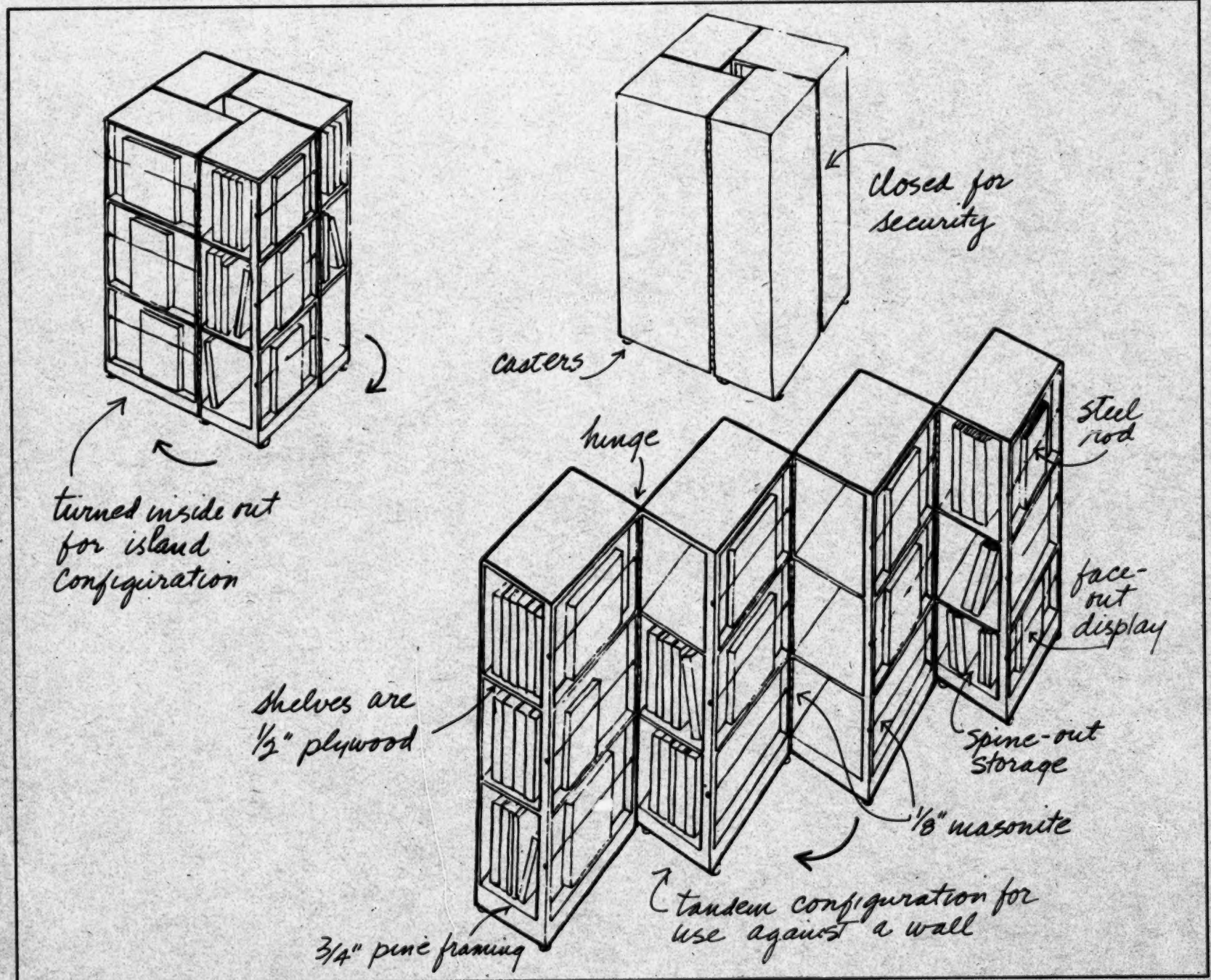
The unit can be wall-mounted, hung on a floor-to-ceiling spring-loaded pole, or freestanding on a weighted base, depending upon the needs of its location. The panels themselves are made of cork mounted to thin masonite, or of homasote, to receive map tacks or similar pins. For maximum advantage, these units should be permanently installed throughout the school. Location: close to book collections.



10 classrooms
library
mobility
open spaces
cafeteria
lounges
bookfairs

PORTMANTEAU. AN INSTANT LIBRARY PACKAGE DESIGNED FOR DISPLAY, STORAGE, TRANSPORTABILITY, AND SECURITY. Made of four sections hinged together, this unit can be folded inside out so it is totally closed or totally open, it can be arranged as a walk-around island, or set in zig-zag tandem fashion to be used as a space divider or against a wall.

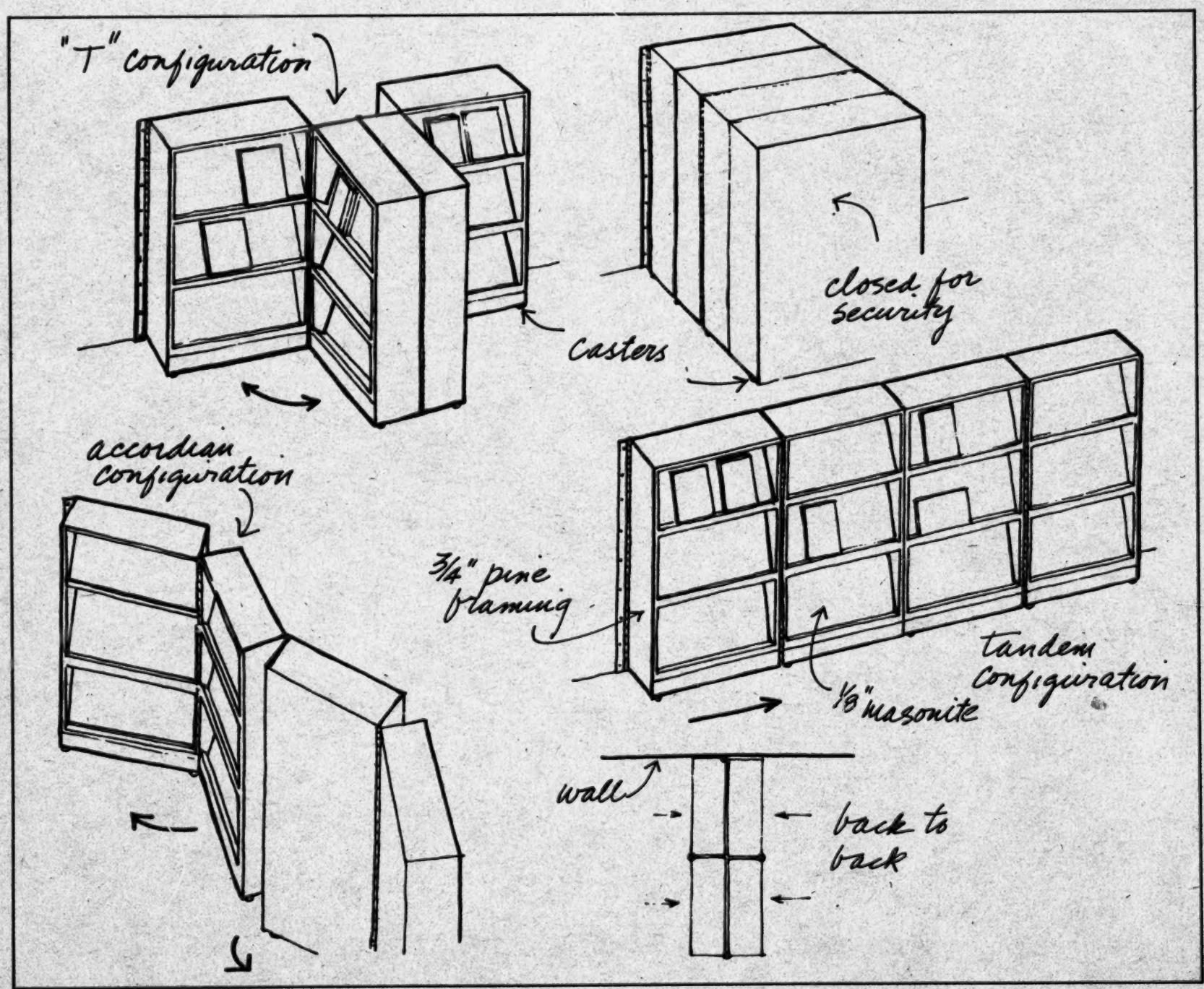
Each of the four sections is a minimum of 30″ high (and may be built up as high as 60″), 8″ deep, 6″ wide. Each contains three shelves for spine-out storage 4½″ wide by 9″ high. Storage spaces can house from six to eight multiple copies. A steel retaining rod holds face-out books in place, and casters on the base of each section facilitate general mobility and configuration changes.



11 classrooms
open spaces
library
cafeteria
lounges
bookfairs

FIVE-WAY FOLDING BOOKCASE, ANOTHER PORTMANTEAU. Offers a variety of configurations for a variety of spatial requirements. It offers display, storage, mobility, and security too.

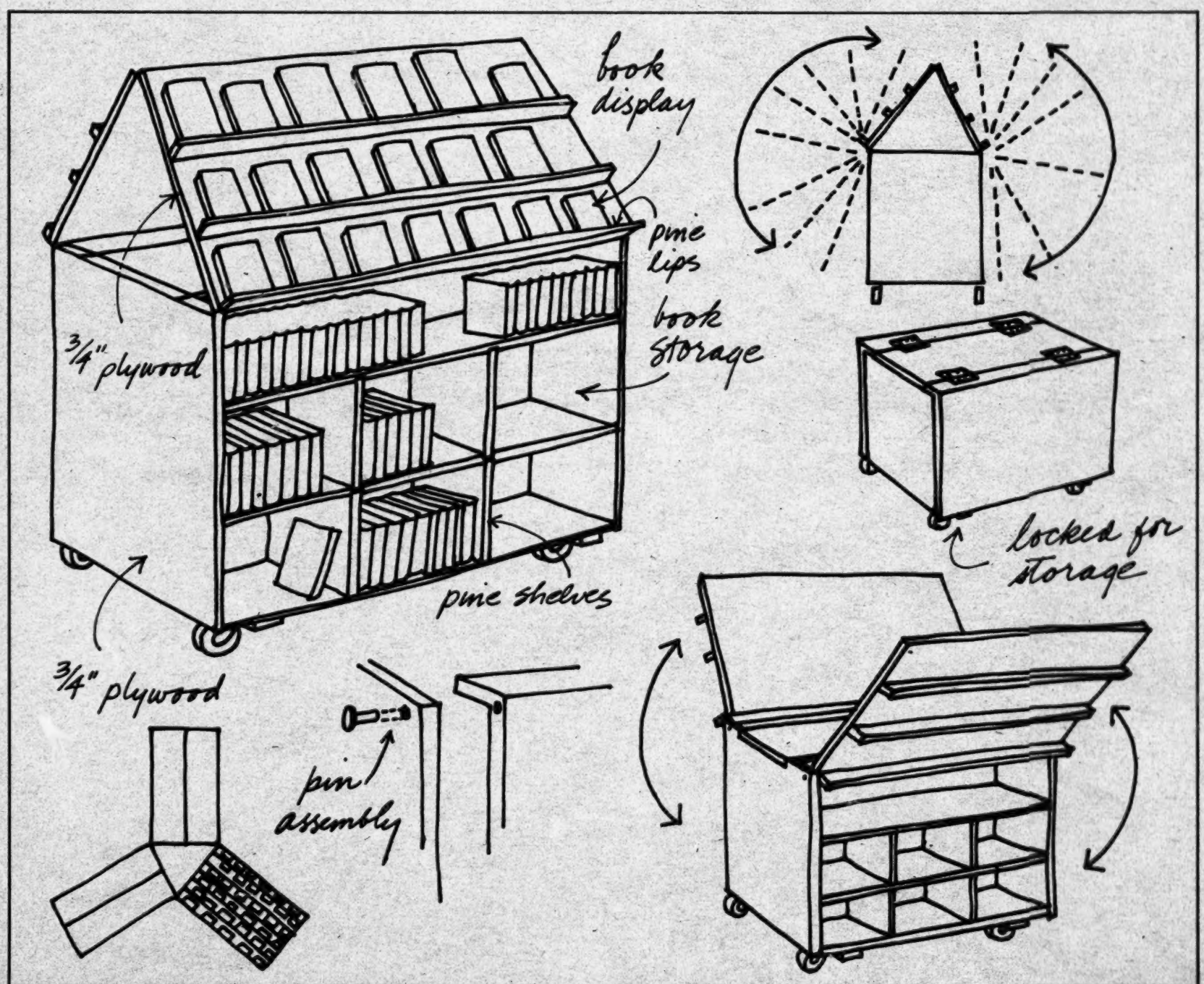
The unit is composed of four sections hinged together. Each section is a minimum of 30″ high (and may go up to as much as 60″), 24″ wide, 5″ deep. Shelves are 9″ high and tilt backward, leaving a 2″-deep front lip with room for two or three copies of the same title. Small casters are mounted on the base of each section for transportability throughout the school and to facilitate configuration changes within a given location.



12 library classrooms bookfairs mobility

A KIOSK TO CATCH READERS, CACHE BOOKS. This mobile cart is another among the designs that make it possible to have an instant library anywhere in the schoolhouse. The drop-leaf doors lift and lock together to form a double-sided display rack with storage bins below. For storage and/or transport, the doors in dropped position form a lockable bin.

Over-all depth of the unit should correspond to the minimum size door in the building, less 8″ for hand clearance; width should be no more than 5′; height should not exceed 5′ to the apex of the triangle formed by the drop-leaf display doors when open.

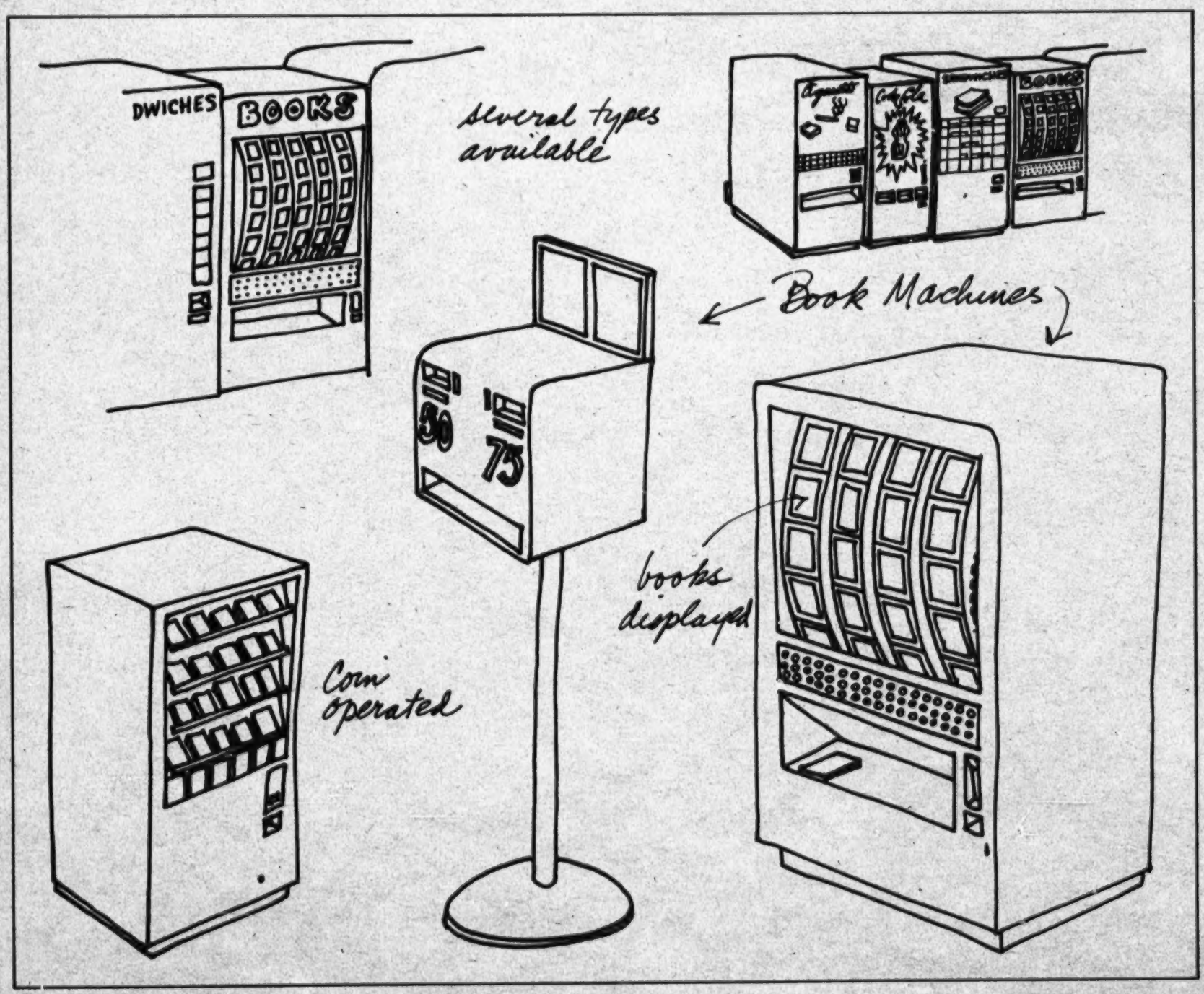


13 corridors cafeteria bookstores lounges

FOR THE NOW GENERATION, PUSH-BUTTON BOOKS. Though not generally recommended for schools because they impose a barrier between student and book, vending machines can serve in limited situations. A precondition of their use is that they contain only those books the student knows in advance he wants so there is no need to browse before making a selection—i.e., required reading, language dictionaries, reference titles, best sellers in high demand.

In the bookstore, the machines can move books quickly to the late-to-class student by eliminating counter check-out time. In corridors and commons they can catch students on the fly; or, placed next to candy bar and soda pop dispensers, the books similarly dispensed suggest another kind of refreshment.

The machines offer the advantage of being vendor-serviced, therefore requiring little care from school staff. They may also dispense books without payment where desired. In that case, wide baskets placed near the machines can serve as book drops for returned books that are to be sorted for redistribution.

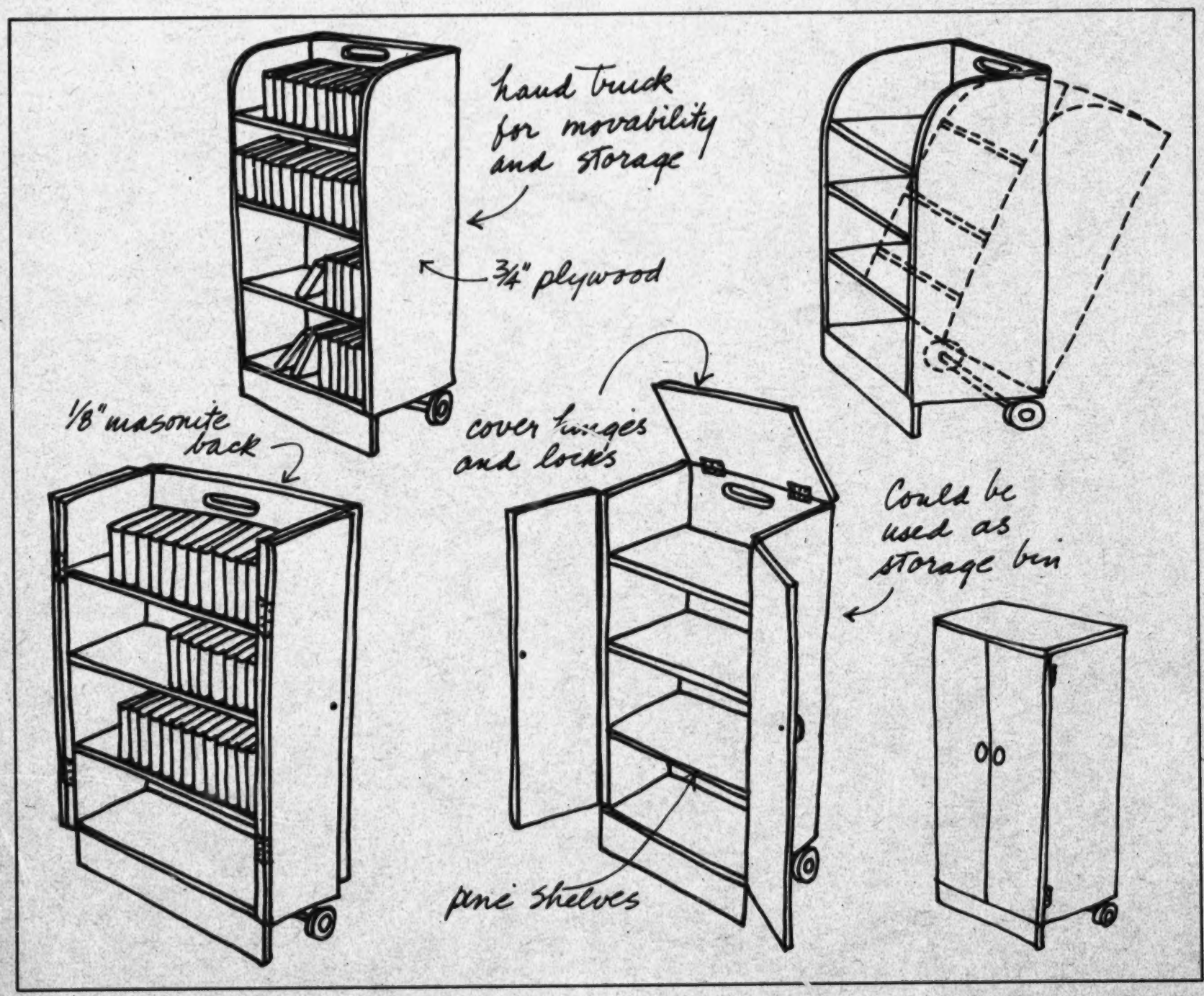


14 mobility: library to classroom classroom to classroom

The mobility and leverage of the 2-wheeled handtruck can be incorporated into a paperback book transport. In a pinch, the truck can be used to house the "demand reading" material of a captive group—statistical and science reference information, encyclopedias, dictionaries, and the like. Lockable doors may be added for overnight use in rooms with shifting classes.

Dimensions should not exceed 18″ in width and 3″ in height; depth, 8″ net.

Caution: This unit should *not* be used for purposes other than those suggested here. The handtruck cannot serve as a general piece of furniture for paperbacks since it does not have adequate capacity for display of covers.



designers' epilogue

The task of answering immediate needs is vital, and to that end we hope this presentation has succeeded. However, inherent in the work of the designer is a gestalt that carries him into the underlying areas of the immediate problem. The result is an enlarged perspective and, inevitably, questions. In that regard, the assignment originally established for us by the conference members and EFL led us to the proposition that, since the paperback is a product of high-speed printing and a vast and efficient distribution network—a comparatively new phenomenon in the technology of information storage and retrieval—it is better understood as an information medium than as a book per se. As such, its potential is greatly broadened beyond the immediate reference of its being an economical version of the traditional book, especially for the education market. This suggests a need for re-examination of such basic questions as:

Are there other formats for the product that might serve better? Should it be bound like a traditional book or should pages (bibliographies, glossaries, appendices, etc.) be removable? Should blank pages be interleaved for note-taking? Should margins be increased for that purpose?

Can the paperback be packaged and delivered in a container which might also serve for display and storage to ease handling at the receiving end?

How might the cover be further improved as a display device? Should the front cover be a foldout to physically expand the size of the art? Might the back cover be designed with some structural consideration that would allow the book to be propped up independent of external support?

These queries, and others, should be probed for answers that can broaden the benefits already provided by this product in the education market.

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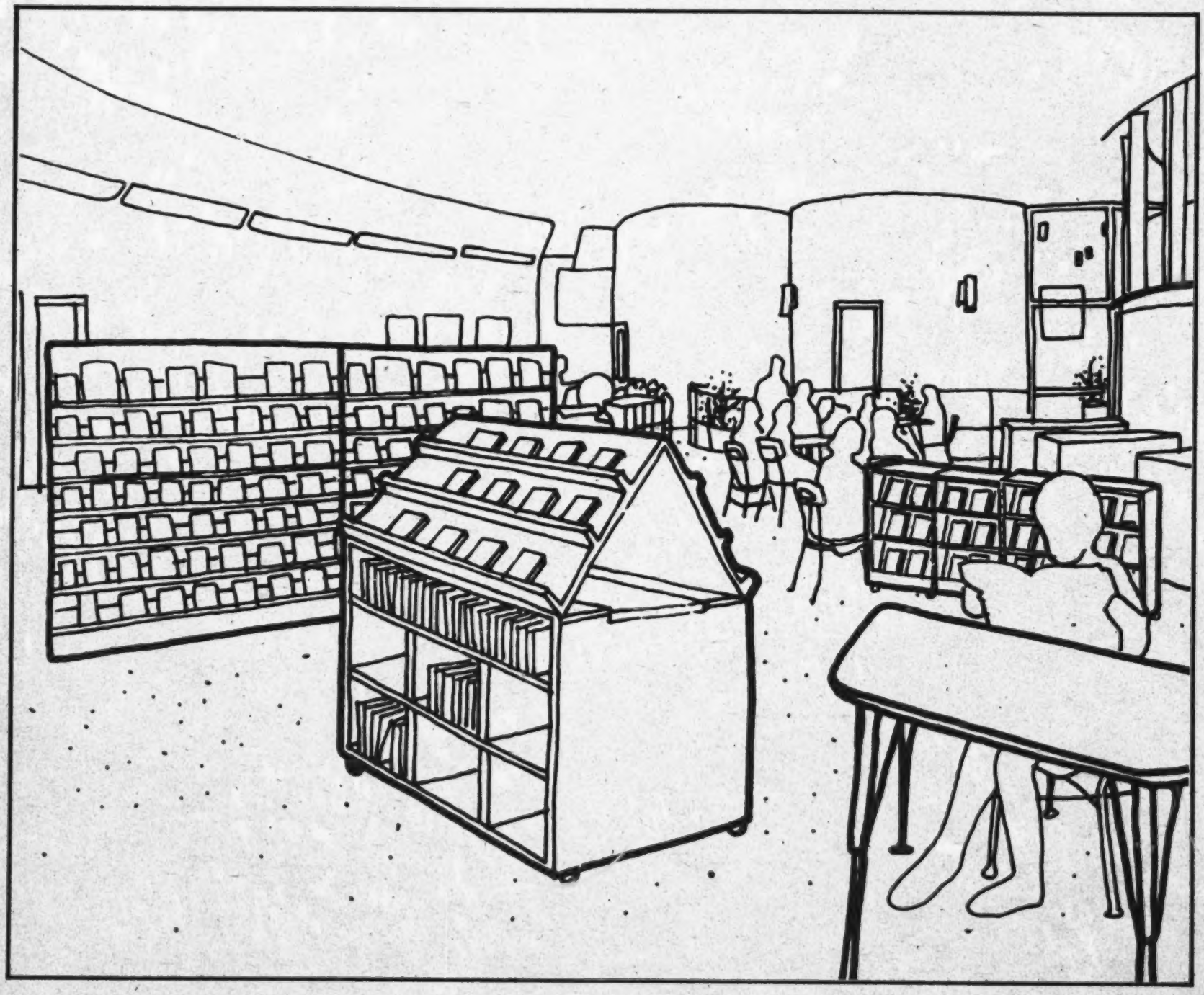

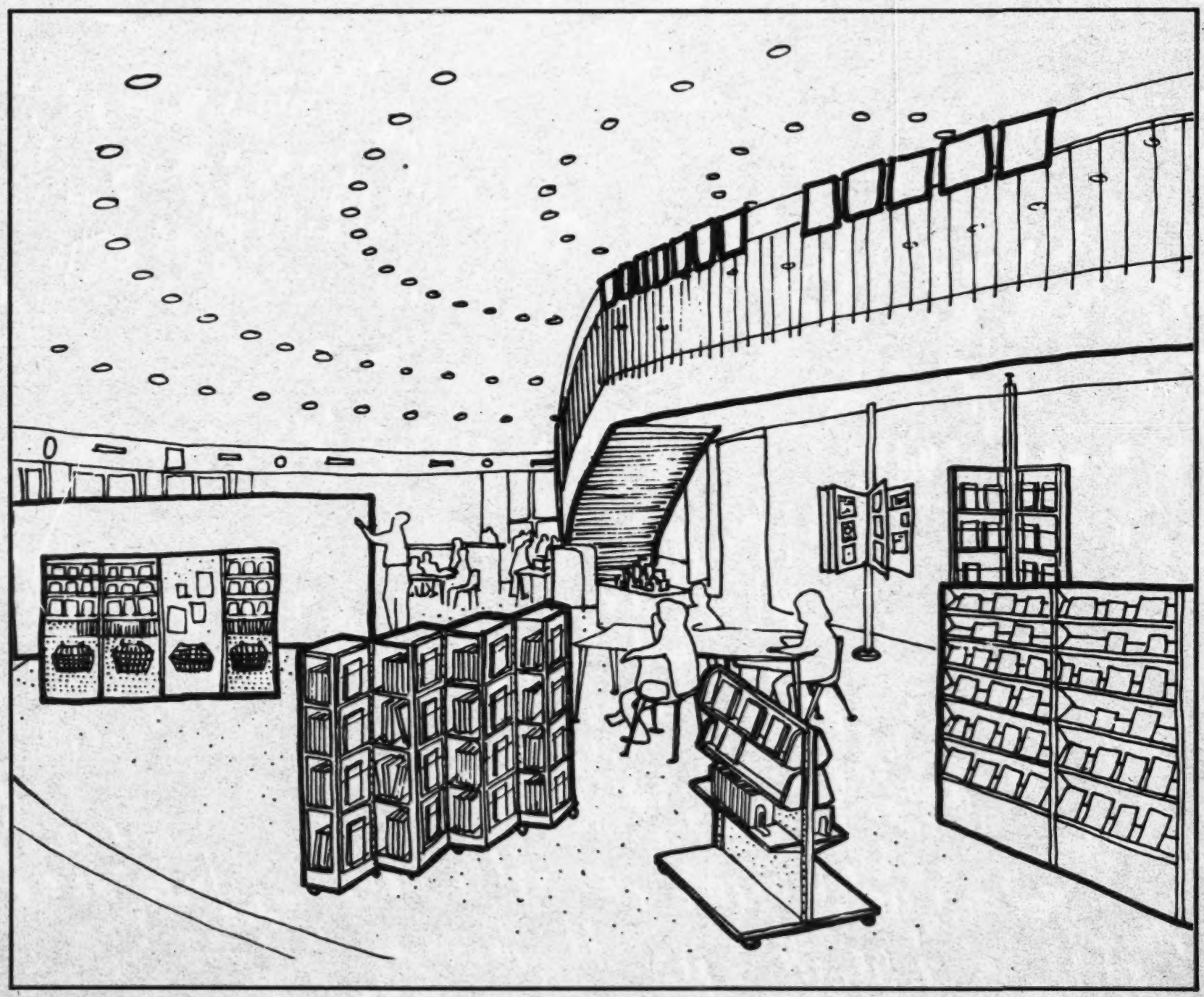

other reports from EFL

The following publications are available without charge from the offices of EFL: 477 Madison Avenue, New York, New York 10022.

Bricks and Mortarboards.
A guide for the decision-makers in higher education: how the colleges and universities can provide enough space for the burgeoning enrollments of this decade; how the space can be made adaptable to the inevitable changes in the educational process in the decades ahead. (One copy available without charge. Additional copies $1.00.)

College Students Live Here.
A report on the what, why, and how of college housing; reviews the factors involved in planning, building, and financing student residences.

The Cost of a Schoolhouse.
A review of the factors contributing to the cost and effectiveness of schoolhousing, including planning, building, and financing.

Design for ETV—Planning for Schools With Television.
A report on facilities, present and future, needed to accommodate instructional television and other new educational programs. Prepared for EFL by Dave Chapman, Inc., Industrial Design.

Relocatable School Facilities.
A survey of portable, demountable, mobile, and divisible schoolhousing in use in the United States and a plan for the future.

The Schoolhouse in the City.
EFL's annual report for 1965 and an essay on how the cities are designing and redesigning their schoolhouses to meet the problems of real estate costs, population shifts, segregation, poverty, and ignorance.

The School Library.
A report on facilities for independent study, with standards for the size of collections, seating capacity, and the nature of materials to be incorporated.

School Scheduling by Computer/
The Story of GASP.
A report of the computer program developed by MIT to help colleges and high schools construct their complex master schedules.

SCSD: The Project and the Schools.
A second report on the project to develop a school building system for a consortium of 13 California school districts.

To Build or Not To Build.
A study of the utilization of instructional space in small liberal arts colleges, with a do-it-yourself workbook for the individual use of the institutions that wish to survey their own utilization levels.

The Impact of Technology On the Library Building.
A position paper reporting an EFL conference on this subject.

profiles of significant schools

A series of reports which provide information on some of the latest developments in school planning, design, and construction.

Schools Without Walls—open space and how it works

Three High Schools Revisited: Andrews, McPherson, and Nova

Middle Schools—controversy and experiment

case studies of educational facilities

A series of reports which provide information on specific solutions to problems in school planning and design.

6. A College Health Center.
Case study of a model center for small private colleges; architectural design by Caudill, Rowlett & Scott.

8. The Schools and Urban Renewal.
A case study of the Wooster Square renewal project in New Haven, Connecticut.

9. Air Structures For School Sports.
A study of air-supported shelters as housing for playfields, swimming pools, and other physical education activities.

10. The New Campus In Britain: Ideas of Consequence for the United States.
Recent British experience in university planning and its implications for American educators, architects, and planners.

11. Divisible Auditoriums.
Operable walls convert little-used auditoriums and theaters into multipurpose, highly utilized space for the performing arts and instruction.

12. The High School Auditorium:
Six designs for renewal. Renovation of little-used auditoriums in old and middle-aged schools to accommodate contemporary educational, dramatic, and music programs.

technical reports

2. Total Energy—On-site electric power generation for schools and colleges, employing a single energy source to provide light, heat, air conditioning, and hot water.

college newsletter

A periodical on design questions for colleges and universities.